

A N
ADDRESS

TO THE

Magistrates, Clergy, and Learned Gentlemen

Of the CITY of

DUBLIN.

OR,

A Rational and Expeditious Method

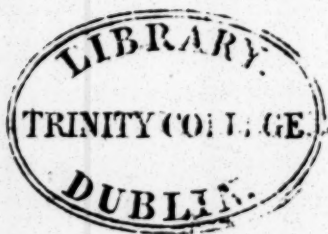
Of TEACHING the

**ENGLISH,
LATIN AND GREEK
TONGUES,**

Discovered.

D U B L I N :

Printed by *Joseph Ray*, and are to be Sold at his Shop in *Skin-
ner Row*, over-against the *Tholsel*. 1698.



An ADDRESS to the Magistrates, Clergie, and Learned
Gentlemen of the City of DUBLIN, &c.

GENTLEMEN,

I Published lately an Advertisement of an *English, Latin and Greek School*; and therein I undertake, upon very Reasonable Terms, to teach the *English, Latin and Greek Tongues*, after a more *Easie, Expeditious and Rational Method*, than has been hitherto practised; but finding that it does not succeed according to my Expectation, I thought fit to discover to the World, that *I am Able to Perform, what I have therein Undertaken*: And since I cannot be so happy as to reap some *Benefit* by what I have with many years Toil and Travel found out, let me at least have the *Satisfaction of Discovering it to my Native Country*; some more Ingenious Person may perhaps Improve it to greater Advantage for the Publick Good.

My Method of Teaching the Tongues, is this. 1. I Teach my Scholars the *English Tongue Grammatically*, according to the *English Grammar* which I Printed at *London* in 1692. and do instil all Grammatical Rules, Terms and Notions into Boys in their *Mother Tongue*, which they comprehend the better, because they are deliver'd in a *Known Tongue*. When Boys understand the *English Parts of Speech*, their Numbers, Cases, Articles, Genders and Declensions; the Conjugations, their Moods, Tenses and Persons; the Concordes and Regimens in Syntax; the Accents, Names of Verses, and Measures in Prosody; the most *Tedious and Difficult* part of Grammar is over, before ever they enter into Latin. Then I teach them to make *English Theams and Verses*, and put some *English Authors* of the *Purest Stile*, into their hands. A Boy thus qualify'd, is fit for learning any Foreign Tongue, and not till then. The forming of Boys at the *Grammar-School*, either makes or marrs them for ever. The first Impressions

sons stick fastest, and therefore ought to be made with the greatest Skill.

2. When I enter a Boy into *Latin* or *Greek*, I do not Teach him the General Rules of Grammar over again, but make those Rules that are Peculiar to each Tongue, as Exceptions to the English Grammatical Rules. The Constitution of all Tongues, as to the General Rules of Grammar, are the same, and do only differ in a few things, viz. the *English* and *Latin* Tongues have Two Numbers; the *Greek*, Three; the *English* and *Latin* have Six Cases, the *Greek* but Five; the *English* Tongue hath but One Declension, the *Latin* Five, and the *Greek* Ten; the *English* hath but Two Conjugations, the *Latin* Four, and the *Greek* Thirteen, &c. Now to make Three compleat Grammars, when One may suffice, is labour in vain. To repeat the same thing over and over, is to burden the Memory and Understanding. What Affinity the *Latin* and *Greek* Tongues have with the *English*, may appear by my *English* Grammar, a competent Number whereof are daily expected from London. When an *English* Scholar is sent to a *Latin* School, generally he is to be taught to Read and Spell better, which is a great and improper Task for a *Latin* Schoolmaster, as Schooling is now: But my Method does not only save him this Labour, but the most laborious part of the Scholar's Education, viz. The frequent inculcation of Grammatical Rules, Terms, and Notions. As the learning of *Latin* has been hitherto a help to Boys for attaining the *English* Tongue, this Method will be a great help to them for attaining the *Latin* and *Greek* Tongues; so that by this means, Boys may attain these Tongues in half the time that is usually spent in them. Besides, No Boy can turn *English* into *Latin*, or *Latin* into true and proper *English*, unless he has learned the *English* Tongue Grammatically: There are many Idioms in every Tongue, that cannot be rightly translated without this Knowledge. In this I have the concurring Opinions of the greatest Orators and Poets of the Age. The most Translations extant are convincing Instances of this Defect: The Translators for the most part following the Idiom of the Tongue from whence they translated them. Thus I think I have sufficiently evinced the Advantages and Necessity of Teaching the *English* Tongue Grammatically: The defect of which, may be reckoned the first

Great

Great Error in the Vulgar Method of Educating Youth. The *English Tongue* may be improv'd to all the Advantages that have made the *Latin* and *Greek Tongues* so famous, were Terms proper for all Arts and Sciences invented; which a too fond Admiration of *Foreign Tongues*; does hinder. For my part, I cannot perceive wherein our *English Oratory* and *Poetry* are Inferiour to the *Greek* and *Latin*: The *English Tongue* is Copious enough, and may be Improved.

Gentlemen, I must likewise beg leave to offer my Opinion as touching the *Vulgar Methods* of Teaching the *Latin* and *Greek Tongues*; and the first Error I find, is the Teaching of several Grammars: This variety of Grammars breeds not only a great Confusion in Schooling, but is a great loss to those Boys who leave a School before they be perfect in the Grammar Taught there: This makes Teaching and Learning an Herculean Labour; whilst the New Master is forc'd to re-teach, and the New Scholar to re-learn another Grammar. There ought therefore to be One Grammar Establish'd as the Standard of Education, or None at all. The Use of Grammar was first occasion'd by the Ignorance of Schoolmasters, and is still continued by their Laziness: There are no Grammars extant absolutely perfect; nay, some have great Errors in them. I have known that different Grammars have been taught in the same School; one Parent is for *Lilly*; another for *Desputer*; a third for *Alvarez*, &c. He that is not able to compose a Grammar, is not fit to Teach a School: Such Fellows are Pick-Pockets and Quacks, and the Ruine of Children. Every Schoolmaster ought to compose a Compend of all necessary Grammatical Rules.

2. The Second Error I find in the common way of Teaching, is, *The Teaching of Latin in Latin Rules*: This is as great Non-sense as the Teaching of Hebrew in Hebrew Rules: How much Labour and Time are lost in this, is evident to you all: Both which are saved by my Method. All Grammatical Rules ought to be in *English*; at least till Boys are Masters of Oratory. The bare mentioning of this Error, is sufficient to expose it.

3. To put Boys into Authors before they can make Congruous Latin or Greek, is the greatest Error of all. When a Boy begins Syntax, he should have Sentences given him to turn into Latin, according

cording to the Syntactical Rules that he learns, and ought not to leave that Rule, till he can make *Latin* perfectly according to it. To make Boys go through the whole Rules of *Syntax*, before they begin to make *Latin*, is a great Consumption of Time, for one Rule drives the other out of their heads. Besides, Boys ought to make congruous and ornate *Latin*, before ever they begin any Author: *Janua Linguarum* and *Commenii Orbis Pictus*, will do better than any Author; and yet I don't think them fit to be put into a Boys hands, till he can make congruous *Latin*. The omission of this Daily Exercise, is chiefly to be imputed to the Laziness of Schoolmasters: Were Boys daily kept to this Exercise, it would save them the Necessity of Reading such foolish stuff as is contained in most of the usual Authors.

4. To teach Boys Poetical Authors, before they be Masters of Oratory, is a great Error: For the Genius of Oratory and Poetry, are vastly different; witness the Prince of Orators hobbling Verse:

O Fortunatam natam me consule Romam!

I have known *Cato*, *Qui mihi*, *Ovid's* Epistles, and his *Tristia*, taught before ever they had learned *Syntax*: So that the Vulgar way of Teaching the Tongues, seems rather to be calculated to retard, than to further the Boys attaining of the Tongues.

5. To teach Boys so many Classick Authors of different Stiles, is a great Disadvantage to them, because it hinders them from Imitating or Acquiring a Good Stile. *Terence* and *Erasmus*, *Seneca* and *Cicero*, are opposite Stiles: Now to teach so many Authors of different Stiles, must either be to furnish them with a sufficient store of words, which may be more easily done by *Nomenclatures*, where the Noun may be found in his *Nominative Case*, and the Verb in his *Present Tense*, without putting Boys to the trouble of turning over to the *Declensions* and *Conjugations* every foot; or else, to supply them with the several Forms of expressing the same things: But this may be more easily done by *Winchester Phrases*, and other Books composed on purpose: Or lastly, The end of teaching so many Authors, must be to instil the Author's Wit and Learning into Boys; but Wit and Learning are not to be pick'd out of the *Classick Authors* by School-Boys: We find in
most

most of the School-Authors a great deal of *Atheism*, *Prophaness*, and *down-right Lies*, *False Principles* of *Philosophy* and *Morality*. The Reading of such *Poetical Fictions* is the Ruine of many a Youth. Are *Ovid's* obscene Lines to be introduc'd into a *Christian School*, for which he was Banished a Heathen Empire? Wit, Philosophy, and Morality, are not to be learned at the Grammar-School. Besides, the Principles of Philosophy are different from what they were, when the *Classick Authors* flourished; nay, Morality it self is Refined since. If Boys must be taught Wit, Philosophy, and Morality, at the Grammar-School, let them be given to them in their *Versions*; for upon my word they are not to be found in most *Classick Authors*. It is not good to prepossess Boys with *False Principles*; Prejudice of Education is a great hinderance to the Discovery of Truth. It were better to leave them to the Instruction of a Learned Tutor, where every Truth may be taught under a Proper and Methodical Head, and in its due place. These very Practices are the Bane of Youth, and a means to make them *Eternal Blockheads*. Some few Men indeed retrieve those Disadvantages and Prejudices of Education. Besides, what signifie those Bits and Scraps of Wit that are pick'd out of Satyr? Is it fit that Boys should be kept Eight or Nine years in perusing such? *Si Populus vult decipi, decipiat*: If People will be led by the Nose, who can help it? The due perusal of one *Orator's*, and of one *Poet's Works*, will be of more Use, than a hotch-potch of all the *Classick Authors*. To judge of a Boy's Proficiency in the Tongues, by his Skill in *Classick Authors*, is idle; if he can speak good *Latin*, and write elegant *Latin* and *Greek*, it is not a Farthing matter whether he has read them all, or not. It is the Misfortune of Mankind, that all Learning has been so long wrapt up in *Foreign Languages*. For my part, I admire some of the *Classick Authors* as much as any Man, but they must be read *cum grano Salis*. When a Youth is Master of *Oratory* and *Poetry*, then indeed he may be permitted to read all the *Classick Authors*. But to spend the prime of Youth in them, when it is evident we get nothing by them but the knowledge of the Tongues, is a great loss of Time, which might be better employ'd in the study of more profitable Learning.

Now

Now, *Gentlemen*, I have gone through the *Vulgar Errors in Educating of Youth* in the Knowledge of the *Tongues* : I shall only mention two or three Advantages more of my Method of Teaching. 1. It will save Masters a great deal of *Pains in Teaching*, and Boys a great deal of *Pains and Time in Learning the Tongues*. 2. It will be of great Advantage for those who are not designed for the University, or are designed for Trade; for hereby the meer *English Scholar* is qualified for the study of *Philosophy, Divinity*, and the *Mathematicks*, and of all other *Arts and Sciences*, which are now extant in the *English Tongue*. 3. It will be of great Advantage to the Native *Irish*, and all *Foreigners*, who may hereby learn to pronounce and speak *English* like Native *Englishmen* ; which they could not attain to before, by the defect of an *English Grammar*. Every Schoolmaster will complain of the defect of good Methods, but none venture to remedy the Evil : I have freely thrown my Mite into the *Corban*, and if I have not hit the Mark, yet I have led the way for a more Ingenious Pen to compleat it.

Gentlemen, I have not Published this Paper to undermine any other School-master : I only desire that a competent Number of Gentlemens Sons may be committed to my Tuition, that have not been fixt at a *Latin School* for any time ; for if they have, they are not fit for my Method. I taught many Noblemen and Persons of Quality's Children at *London*, and at length taught *None but Such* ; the Truth whereof is known to some Persons of Eminent Quality in *Dublin* : And now to sit idle in an Empty School, and in my Native Country too, seems very uncouth. However, I hope this small *Essay* cannot be taken amiss, being writ for the Publick Good : And so I am in all humility,

May 15. 1698. From my
School at Mr. Fox's on
New Key, near the
Indian Queen, Ad-
joyning to Essex-Bridge
Dublin.

Your most Devoted

and Humble Servant,

JOSEPH AICKIN.